**THE EFFECT OF TEACHING STRATEGIES ON STUDENTS’ READING COMPREHENSION**

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**Abstract**

***The objectives of this study were to examine (1) the extent of students’ achievement on reading comprehension taught by using CSR Strategy*, 2) *the extent of the students’ achievement on reading comprehension taught by using conventional Strategy*, 3) *whether the students’ achievement on reading comprehension taught by using CSR Strategy is higher than that taught by using conventional Strategy. This study was conducted by using experimental research method. The data were analyzed by using T-test. The reading comprehension test was taken from Ujian Akhir Nasional (UN) test. The source of data is the reading texts which consist of seven texts available. Based on the analysis, there were found that (1) students’ reading comprehension taught by using CSR Strategy is categorized “good”, (2) students’ reading comprehension taught by using Conventional Strategy is categorized “enough”. (3) Student’s achievement on reading comprehension taught by using CSR is higher than that of the students’ taught by using Conventional strategy. The result of the analyzed data shows that 2, 00 < 3,33> 2, 56 or to is greater than tt.so, the hypothesis is accepted.***

**Key words: *Reading comprehension; Teaching strategies.***

**INTRODUCTION**

Reading is one of language skills to be owned by every student in order to be able to comprehend the information from the text material. Now, most of materials of English in senior high school are based on the text or by using genre. Such as narrative, descriptive, procedure, recount and so on. As one of language skill, it has big roles in learning and teaching at school. It is supported by Brown (2000:185) who states that reading is arguable and the most essential skill for success in all educational contexts and remains a skill paramount importance as one creates assessment of language ability. Students need to be able to read well and understanding the material or text in learning process. The successful of student’s reading comprehension is a good predicator of student’s academic result.

The goal of reading is to help students to get information and understand the text or they can get what they want to looking for in such reading material. They will enjoy the reading if they understand the content. Reading as one of activity that often done in teaching and learning process. It seems so easy and not need a hard way or strategy because most of people always do reading in their daily life and students too. But, it is not a simple case because the good reading means that the reader must get and gain the information well from the text that she/he read and understand about it.

The students have a lot of text to read in every subject. They must use their reading skill to be able to read the entire material well. For instance, students read language text which has various genres and has different features. The students may be face a hard time while reading and they can understand the content of the text. So, when other teacher asks them about the information from the text they cannot explain it clearly.

Reading comprehension is characterized as an active process of comprehending. Since students can get information or knowledge not only from printed book but also internet or e-book. The fail of student’s reading comprehension are influenced by two factors, first is internal factor and second is external factor. Internal factors are come from student’s itself such as child’s own personality, attitudes, motivation, curiosity and other factors. While, external factors are come from outside such as teaching strategies, facilities, teacher’s motivation, curriculum, and others

Based on the Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan) of Senior High School, it is clearly stated that reading is regarded as the backbone of other language skills. So, through reading students can develop other language skills such as writing and speaking. The students of Senior High School are expected to be able to comprehend the short functional text and simple genres such as narrative, report and analytical exposition in their daily lives context.

In fact, students still fail in comprehending the reading text. The phenomenon can be seen from the data that is obtained from SMA Negeri 1 Angkola Selatan at X grade level. The result shows that the students’ achievement in reading skill of competence standard is still low. Based on the researcher’s observation it is showed that the minimum succeed criteria mastery (KKM) at SMA Negeri 1 Angkola Selatan has average 75”. Meanwhile the score can be seen in DKN and the students got the English score about 64”. It is shows that the students’ achievement of English is not suitable with expectation. It is described in the following table.

Table 1.1 Reading Comprehension Score of X Grade of SMA Negeri 1 Angkola Selatan

|  |  |  |
| --- | --- | --- |
| **No**  | **Academic Year** | **Student’s Score** |
|  |  | Highest Score | Lowest Score |
| **1** | 2012 | 92 | 63 |
| **2** | 2013 | 90 | 60 |
| **3** | 2014 | 93 | 64 |

 From the table above, it can be assumed that the students score in reading comprehension is still low. The score of reading comprehension is 64 in 2014 academic year. This situation was caused by many factors. It can be from the students’ internal and external factors. The internal factors such as: student’s intelligence, ability, cognitive style, curiosity, interest, attitude, motivation and other factors. The external factors such as: teachers, materials, strategies, environment and other factors.

Based the phenomenon above, the teachers should have some strategies in improving students’ reading comprehension in English. The application of the strategy that used by the teacher must give better effect for the students by improved the teaching process in the classroom while teaching and learning process. It will be more interesting if the students more active in learning process. Teacher only guide the students and most of activities are centered from students itself.

McNamara (2007:6) defines reading comprehension strategy as a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. In addition, Piaget (1982:47) points out that comprehension is a process involving assimilation of incoming information onto the students’ existing knowledge. It means that the students realize what she/he read and how to improve the reading strategies and can be useful to get student’s attention based on their exiting material on the text that teacher give to them.

Patel and Jain (2008:113) stated that reading is an active process which consist of recognition and comprehension skill. Reading strategy is a best way to help students in reading comprehension. In teaching and learning process the students are pushed to be more active in order to make it more interesting and productive. Ii can be realized by giving some teaching strategies that can motivate them to participate more active in the classroom while teaching and learning process. in this research, the researcher applies two strategies that have been used by linguist expert in improving student’s reading comprehension, they are: Collaborative Strategy Reading (CSR) and conventional strategy that usually used in the classroom.

The first strategy is Collaborative Strategic Reading (CSR) strategy. CSR as one strategy to that have function to make the students understand how to comprehend the text. CSR strategy consists of a set of strategy designed to enhance students’ understanding of text. Collaborative Strategic Reading applies four basic strategies to assist their comprehension: making predictions prior to reading (preview strategy), monitoring reading and learning to enhance vocabulary development (click and clunk strategy), identifying main ideas (get-the-gist strategy), and summarizing key ideas. The purpose of this strategy is to teach students to focus on the main ideas that emerged from the text and to assist with comprehension. While, the second strategy is conventional one that always used by the teacher in teaching and learning process in the classroom.

In this research study, there is an interest to conduct a research on strategy in order to develop students’ achievement on reading comprehension. At the end, the researcher will find the suitable and best strategy between them that can be used in improving students’ achievement on reading comprehension.

In this research, it is necessary to state the objectives of the study clearly. So, the objectives of this study are: 1) the extent of students’ achievement on reading comprehension taught by using CSR Strategy 2) the extent of students’ achievement on reading comprehension taught by using conventional Strategy 3) to examine whether the students’ achievement on reading comprehension taught by using CSR Strategy is higher than that of taught by using conventional Strategy**.**

**RESEARCH METHOD**

This research study was designed by using experimental method whit randomized group pretest-posttest design which compared teaching strategies CSR and conventional one. Experimental method is used to investigate the teacher’s treatment in teaching process in the classroom in order to improve the student’s achievement on reading comprehension. There were two variables in this study, namely: independent variables: CSR strategy and conventional strategy and dependent variable: students’ reading comprehension achievement. The design of this research is two groups pre-test and post-test as following:

|  |  |  |  |
| --- | --- | --- | --- |
| Group  | Pre-test | Independent variable | Post-test |
| (R) E(R) C | Y­­­1Y1 | X- | Y­2Y2 |

The pattern shows:

E : Experimental group

­C : Control group

Y1 : Pre-test experimental group

Y1 : Pre-test control group

Y2 :Post-test experimental group

Y2 : Post-test control group

**FINDINGS AND DISCUSSION**

The data of this research study is reading comprehension test which consist of twenty five questions in multiple choices. The reading comprehension test was taken from TOEFL test for the purpose of the test. The source of data is the reading texts which consist of five texts available. Then, the used of T-test will be employed. The researcher uses the “t” Test presented by Anas Sudjono as below:

t=

Where:

t =Test

Mx =Mean of CSR strategy group

My =Mean of conventional strategy group

X2 =Variable of CSR strategy group

Y2 =Variable of conventional method group

Nx =Total number of CSR method group

Ny =Total number of conventional group

The data which is taken will answer the hypothesis that the writer has explained previously. The data is analyzed by using“ t-test”. The result of data analysis by using “t-test” shows the score of to is 3.33when it compared with the tt ( t- table) at the level of 5% significant level is 2.00 and the level of 1 % significant level is 2.65 with degrees of freedom (df) = N1+N2-2 = 32+32-2= 62 because there is no df= 62 in the “t-test” table, the writer takes the nearer df, it is df = 60, so, the score of “t-test” table in the 5% level of significant is 2.00, and in 1% level of significant is 2.65.

From the result data anysis by using t test formula shows the score of ttest is 3.33 and ttable is known 2.00 and 2.65 it means, the score of t observed or to is greater than the score in the “t-test” table, where 2, 00<3,33>2, 65.

The following figure shows the result of student’s reading comprehension taught by using CSR strategies:

  **0 50 90 100**

The following figure shows the result of student’s reading comprehension taught by using conventional strategies:

 **0 50 60 100**

Some findings are elaborated as follows:

1. Students’ achievement on reading comprehension taught by using CSR strategy is categorized “very good”,

2. Students’ achievement on reading comprehension taught by using conventional strategy is categorized “enough”,

3. Student’s achievement on reading comprehension taught by using CSR strategy is higher than those that taught by conventional strategy.

In order to make it clear, we can see the following chart shows the comparison between CSR strategy and conventional strategy:

 CSR is the strategies in reading while teaching reading in classroom. From the data result it is concluded that the students’ achievement on reading comprehension taught by using CSR is categorized “ very good” while students’ achievement on reading comprehension taught by using CSR is categorized “enough”, then student’s achievement on reading comprehension taught by using CIRC is higher than the students’ achievement on reading comprehension taught by using conventional strategy. In other word, by using CSR strategy it helps students more active in comprehending reading texts and can be used to improve students’ achievement on reading comprehension.

By applying this strategy, students are easier to comprehend the text because the strategy has an effective concept which the students can read and get the main idea of the text. On the other hand, it helps teacher in solving problem which is faced by students in reading comprehension, the application of Collaborative Strategic Reading (CSR) strategy gives the positive contribution to the teachers in teaching and learning process. Furthermore, for the students which study English are be able to read text well based on the curriculum expectation.

Finally, it is necessary for English teachers to use the appropriate teaching strategies than usual one in teaching and learning process in order to improve students’ achievement in reading comprehension. Beside it, students are more active, creative and focus in gain the information or knowledge from the text which improve their achievements on reading. In addition, another researcher to increase the next relates research.

**Conclusion**

Based on the research finding and discussion, the conclusions are as follows: 1) the students’ reading comprehension achievement taught by using CSR strategy is categorized “Very good”; 2) the students’ reading comprehension achievement taught by using CSR strategy is categorized “enough”; 3) the students’ reading comprehension achievement taught by using CSR strategy is higher than that of students taught by using conventional strategy.

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